

# Student Support Policy and Associated Procedures

Policy Area:	Learner Support, Welfare, Accessibility, and Academic Assistance
Standards Reference:	Outcome Standard 1.2, 1.6, 1.7, & 2.1
Responsibility:	CEO, RTO Manager, Student Support Officer, Trainers and Assessors, Administrative Staff
Classification:	Internal Learner Support and Welfare Policy

## 1. Purpose

The purpose of this Student Support Policy is to define the Institute of International Studies (IOIS) approach to the systematic identification, planning, and delivery of academic and welfare support services for students. The policy is designed to ensure that all students are provided with timely, appropriate, and effective support that enables them to actively engage in training and assessment, address individual learning or personal challenges, and successfully progress through and complete their studies.

This policy establishes a structured framework for identifying students who may require additional support, whether academic, wellbeing-related, or personal in nature, and for responding to those needs through appropriate intervention, referral, and ongoing monitoring. IOIS recognises that students may face a range of barriers to participation and completion, including language, literacy and numeracy challenges, digital capability gaps, personal or financial pressures, health and wellbeing issues, or unfamiliarity with the Australian vocational education and training environment.

The policy ensures that student support services are integrated into IOIS's training and assessment operations and are delivered in a manner that is equitable, culturally sensitive, and responsive to individual circumstances. It also supports the early identification of at-risk students and the implementation of intervention strategies aimed at improving engagement, retention, and completion outcomes.

This policy is aligned with and supports compliance with the Standards for RTOs 2025, particularly the learner protection and support requirements set out in Clauses 2.1 and 2.3 to 2.6. It reflects best practice in vocational education and training by promoting inclusive learning environments, clear support pathways, and shared responsibility among IOIS staff for student welfare, progress, and success.

## 2. Scope

- This Student Support Policy applies to all students enrolled with the Institute of International Studies (IOIS) through offshore delivery arrangements, regardless of the qualification, unit of competency, mode of delivery, or stage of enrolment. It covers the full student lifecycle, from pre-enrolment and orientation through to training delivery, assessment, progression monitoring, completion, or withdrawal.
- The policy applies to all IOIS personnel who have a role in supporting students, including the CEO, Academic (RTO) Manager, Trainers and Assessors, Student Support Officers, administrative staff, and any other personnel involved in academic delivery, learner monitoring, or welfare support. All staff are required to understand and apply this policy in a consistent manner to ensure that student support needs are identified early and addressed appropriately.
- This policy also extends to any approved third-party providers or education agents engaged by IOIS who play a role in student support, communication, or referral. Such parties must operate in accordance with IOIS-approved policies and procedures and must not provide advice or support services beyond their authorised scope. Responsibility for the coordination, quality, and effectiveness of student support services remains with IOIS at all times.

### 3. Policy Statements

#### 3.1 Commitment to Student Support

IOIS is committed to providing a supportive, inclusive, and learner-centred environment in which all students are given equitable access to the support services necessary to successfully complete their studies. IOIS recognises that students have diverse backgrounds, abilities, and circumstances, and that effective support is critical to learner engagement, progression, and completion.

Student support services are designed to address a broad range of academic, personal, and wellbeing needs and are delivered in a manner that is respectful, culturally sensitive, and responsive to individual circumstances. Support may be provided directly by IOIS staff or, where appropriate, through referral to external services.

IOIS provides or facilitates support in the following areas:

- **Language, Literacy and Numeracy (LLN):** Identification of LLN needs through pre-enrolment assessment and ongoing monitoring, with access to targeted support, resources, and reasonable adjustments to assist students in meeting course requirements.
- **Digital literacy and access to technology:** Support to develop students' digital capability, including use of the Learning Management System (LMS), online communication tools, and digital assessment platforms, as well as guidance on accessing required hardware, software, and internet connectivity.
- **Disability support and reasonable adjustments:** Support for students with disability, injury, or health conditions through the provision of reasonable adjustments that enable equitable participation in training and assessment without compromising the integrity of the unit or qualification.
- **Academic assistance:** Guidance to support learning and assessment, including study skills development, time management, assessment preparation, understanding assessment requirements, and constructive feedback to support improvement.
- **Wellbeing, cultural, and personal support:** Assistance for students experiencing personal, cultural, emotional, or wellbeing-related challenges, including referral to appropriate internal or external support services where required.
- **Social integration and reducing isolation:** Strategies to encourage engagement, participation, and peer interaction, particularly for offshore learners studying online or in blended modes, to reduce isolation and support a sense of belonging within the learning community.

#### 3.2 Types of Support Provided

IOIS provides a range of structured and flexible support services to respond to the diverse academic, personal, and wellbeing needs of students. Support services are tailored to individual circumstances and may be provided directly by IOIS or through referral to appropriate external organisations where specialist assistance is required.

- **Academic support:** IOIS provides academic support to assist students in understanding and meeting course and assessment requirements. This may include one-on-one or small-group academic assistance, clarification of unit requirements and assessment tasks, guidance on assessment planning and submission, and support with study skills such as time management, research, and academic writing. Additional learning resources may also be provided to reinforce learning and address identified gaps.
- **Wellbeing support:** IOIS recognises the importance of student wellbeing in successful course participation and completion. Where students experience stress, anxiety, or personal challenges, IOIS provides guidance and support and may refer students to appropriate counselling services, mental health professionals, or community organisations. Support may also include practical guidance on managing stress, maintaining a healthy study-life balance, and accessing relevant wellbeing resources.
- **Learning resources:** Students are provided with access to a range of learning resources to support their studies. These may include supplementary reading materials, instructional videos, digital learning content, online discussion forums, and study skills guides.

accessed through the Learning Management System (LMS) or other approved platforms. Resources are selected to support diverse learning styles and enhance engagement.

- **Reasonable adjustments:** Where a student has a documented need, IOIS may implement reasonable adjustments to support equitable participation in training and assessment. Adjustments may include additional time for assessment, alternative assessment formats such as oral responses, simplified or clarified instructions, the use of assistive technologies, or flexible delivery arrangements. All adjustments are implemented in a manner that maintains the integrity of the training product and assessment requirements.
- **Social support:** IOIS supports students' social engagement and sense of belonging through activities designed to reduce isolation and encourage interaction. This may include orientation sessions, peer or buddy arrangements, facilitated online discussions, and social or cultural activities that promote connection among students, particularly for offshore learners.
- **External referrals:** Where student needs extend beyond the scope of support that IOIS can reasonably provide, students may be referred to appropriate external services. These may include community or cultural organisations, religious groups, financial counselling services, medical practitioners, disability support services, or other specialist providers. IOIS facilitates referrals where appropriate while respecting student confidentiality and autonomy.

### 3.3 Support Information

IOIS ensures that students are clearly informed about the availability of academic and welfare support services at multiple stages of the student journey. Information about support services is communicated in a consistent and accessible manner to promote early engagement and to encourage students to seek assistance when required.

- Support information is provided during the **Course Entry Interview**, where prospective students are advised of the types of academic, wellbeing, and personal support available, as well as the processes for requesting assistance or referrals. This early communication supports informed enrolment decisions and helps identify any initial support needs.
- Students are further informed about available support services during **Orientation**, where IOIS explains how to access support, the roles of key support staff, and the importance of seeking assistance early if challenges arise. Orientation activities reinforce awareness of support pathways and promote student confidence in accessing services.
- Detailed information about student support services is documented in the **Student Handbook**, which outlines available supports, contact details, referral processes, and student rights and responsibilities. The Student Handbook is made accessible to all students and serves as an ongoing reference throughout their studies.
- In addition, support information is reinforced through **course guides and ongoing communications**, including trainer briefings, LMS announcements, emails, and other approved communication channels. This ongoing communication ensures that students are regularly reminded of available support and how to access it at any stage of their course.

### 3.4 Student Support Planning

IOIS adopts a proactive and structured approach to student support planning to ensure that both **academic and welfare support needs** are identified early and addressed in a timely and effective manner. The primary mechanism for identifying individual support requirements is the **Course Entry Interview**, which is conducted prior to enrolment. This process considers a student's academic readiness, including language, literacy and numeracy (LLN) skills, digital capability, prior learning and study experience, as well as personal or wellbeing factors that may affect engagement, progression, or completion.

Where a student is identified as requiring additional **academic and/or welfare support**, IOIS develops a **Student Support Plan** in consultation with the student. The Support Plan clearly documents identified academic support needs—such as assistance with study skills, assessment preparation, time management, or understanding course requirements—as well as any wellbeing or personal support needs. The plan outlines agreed support strategies, responsible staff, timeframes, and any reasonable adjustments or referrals required to support successful participation and progression.

Student Support Plans are reviewed on a regular basis, typically on a weekly basis or as required depending on the level and complexity of support needs. Reviews include monitoring academic progress, assessment outcomes, engagement levels, and wellbeing indicators. Progress notes are recorded to track improvements, evaluate the effectiveness of academic and support interventions, and identify any additional actions required. Students are actively involved in the monitoring and evaluation of their Support Plan. They are encouraged to reflect on their academic progress, provide feedback on the effectiveness of support strategies, and participate in decisions regarding any updates to the plan. This collaborative approach supports learner responsibility, promotes continuous improvement in academic performance, and contributes to positive completion outcomes.

### 3.5 Disability & Reasonable Adjustment

IOIS is committed to providing an inclusive learning environment and supports students with disability, injury, medical conditions, or other individual needs through the provision of reasonable adjustments. Reasonable adjustments are implemented in accordance with the Disability Standards for Education 2005 and are designed to ensure that students are able to participate in training and assessment on an equitable basis without being disadvantaged.

Reasonable adjustments are determined on a case-by-case basis and are informed by the student's disclosed needs, supporting documentation where appropriate, and consultation between the student and IOIS staff. Adjustments may relate to learning activities, assessment methods, delivery modes, or access to learning resources and facilities.

While IOIS makes every effort to accommodate individual needs, all adjustments are implemented in a manner that maintains the integrity of the unit of competency, assessment requirements, and learning outcomes. Adjustments do not reduce the competency standards or alter the evidence required to demonstrate competence.

Information relating to a student's disability or support needs is treated confidentially and is only shared with relevant staff on a need-to-know basis to facilitate appropriate support. IOIS regularly reviews reasonable adjustment arrangements to ensure they remain effective and continue to meet the student's needs throughout their enrolment.

### 3.6 Staffing & Resources

- IOIS ensures that sufficient and appropriately qualified staff and resources are available to effectively identify, coordinate, and deliver student support services. Staffing levels and resource allocation are planned to ensure that academic and welfare support needs can be met in a timely and responsive manner across all offshore delivery operations.
- The **Academic Manager (RTO Manager)** is designated as the **Student Support Officer** and holds overall responsibility for the oversight and coordination of student support services. This includes monitoring student engagement and progress, approving Student Support Plans and reasonable adjustments, coordinating referrals, and ensuring that support strategies are implemented consistently and effectively.
- All IOIS staff, including trainers, assessors, and administrative personnel, are provided with guidance and training to enable them to recognise early indicators of academic difficulty, disengagement, or wellbeing concerns. Staff are required to promptly refer students to the Academic Manager or Student Support Officer when support needs are identified. This shared responsibility approach ensures early intervention, effective escalation, and coordinated support, contributing to improved learner outcomes and compliance with learner protection requirements.

### 3.7 Feedback & Continuous Improvement

- IOIS is committed to the continuous improvement of student support services and actively seeks feedback from students to evaluate the effectiveness, accessibility, and quality of support provided. Students are invited to provide feedback through surveys, course evaluations, and other feedback mechanisms at various stages of their enrolment.

- All feedback relating to student support services is systematically reviewed and analysed to identify trends, strengths, and areas for improvement. Outcomes of this analysis are used to inform enhancements to support strategies, resources, staff training, and referral pathways, ensuring that services remain responsive to student needs and aligned with best practice.
- Information relating to external support and referral services is reviewed on a regular basis to ensure accuracy, relevance, and appropriateness. IOIS updates referral details as required to maintain reliable support pathways and to ensure that students are directed to current and suitable external services when additional assistance is needed.

## 4. Procedures

### 4.1 Assess Support Needs During Course Development

- IOIS incorporates student support considerations at the course development and review stage to ensure that support services are aligned with the needs of the target student cohort and the requirements of the training product. This proactive approach supports learner engagement and reduces barriers to participation from the outset.
- When designing or reviewing a course, IOIS identifies the **likely academic and welfare support needs** of the intended student group. This includes consideration of language, literacy and numeracy requirements, digital literacy demands, mode of delivery, assessment complexity, and any known challenges associated with offshore cohorts or similar learner profiles.
- IOIS reviews **feedback and outcomes from previous or comparable cohorts**, including completion data, support records, complaints, and learner feedback, to identify recurring issues or gaps in existing support arrangements. Lessons learned are used to inform course design and support planning.
- Planned support measures are **documented in the Training and Assessment Strategy (TAS)** and, where relevant, in the Course Brochure. This ensures that support arrangements are clearly defined, resourced, and aligned with delivery and assessment approaches.
- IOIS ensures that the **Student Handbook and Orientation program** are updated to reflect current and accurate information about available support services, access pathways, and referral processes. This information is reviewed whenever a course is added, revised, or delivered to a new cohort.
- All relevant staff are provided with access to **up-to-date student support information**, including support procedures, referral pathways, and contact details. This ensures that staff are equipped to provide accurate advice, recognise support needs, and make appropriate referrals in a timely manner.

### 4.2 Assess Individual Student Support Needs

- IOIS applies a structured and timely process to assess and respond to individual student support needs to ensure early intervention and effective assistance.
- All new students are required to participate in a **Course Entry Interview** prior to enrolment. This interview includes checks of language, literacy and numeracy (LLN) skills and digital literacy to assess the student's readiness to undertake the course and to identify any potential academic or support needs at an early stage. Information gathered during the interview informs enrolment decisions and initial support planning.
- For **existing students**, where academic difficulty, disengagement, or wellbeing concerns are identified during training delivery or assessment, IOIS conducts a dedicated support interview within five (5) working days of the need being identified. This ensures that emerging issues are addressed promptly and do not escalate.
- Identified support needs and agreed strategies are formally recorded using the **Student Support Plan Form**. The Support Plan documents the nature of the support required, agreed actions, responsible staff, review timeframes, and any reasonable adjustments or referrals.

- A completed copy of the Student Support Plan is provided to the student within five (5) working days of the assessment, ensuring clarity of expectations and shared understanding of the support arrangements.
- Where a student's needs extend beyond the scope of support that IOIS can reasonably provide, the student is referred to appropriate **external support services**. Referrals are made with the student's consent and in a manner that respects confidentiality and supports continuity of care.

#### 4.3 Develop and Monitor Student Support Plan

- IOIS implements a structured and collaborative process for the development and ongoing monitoring of Student Support Plans to ensure that identified academic and welfare needs are addressed effectively.
- Each **Student Support Plan** clearly outlines the student's identified needs, including academic, wellbeing, or personal support requirements. The plan documents the specific actions to be taken, the support strategies to be implemented, the staff members responsible for providing or coordinating support, and the agreed review timeframes. This ensures clarity, accountability, and consistency in the delivery of support.
- Student Support Plans are **monitored on a regular basis**, with weekly check-ins established as a minimum baseline. Where students present with acute or complex needs, monitoring may occur more frequently to ensure timely intervention and appropriate escalation where required. Monitoring activities may include academic progress reviews, attendance and engagement checks, assessment outcomes, and wellbeing discussions.
- Progress notes are recorded in the Student Support Plan to document actions taken, student engagement, outcomes achieved, and any adjustments to support strategies. These records provide an ongoing account of the effectiveness of the support provided and inform decision-making.
- Once the student's support needs have been satisfactorily addressed and no further intervention is required, the Student Support Plan is formally finalised. A brief progress report is completed to summarise outcomes, support strategies implemented, and overall effectiveness.
- A copy of the completed Support Plan and progress report is provided to the student, and feedback is sought on the effectiveness of the support provided. This feedback contributes to continuous improvement of student support practices and reinforces a collaborative, student-centred approach.

#### 4.4 Orientation Program

- IOIS delivers a structured Orientation Program to ensure that students are well prepared to commence their training and are informed of key academic, administrative, and support arrangements. Orientation is conducted prior to, or on the first day of, training and assessment to support early engagement and successful transition into study.
- The Orientation Program is delivered using the **IOIS-approved Orientation presentation** and supporting resources to ensure consistency and accuracy of information provided to students. Orientation materials are reviewed regularly to ensure they remain current and aligned with IOIS policies, procedures, and delivery practices.
- Orientation covers essential information, including course structure and expectations, training and assessment requirements, access to and use of the Learning Management System (LMS), assessment submission processes, and academic integrity expectations. Students are also informed of their rights and responsibilities, including access to student support services, reasonable adjustment processes, and the complaints and appeals procedure.

- During Orientation, students are provided with opportunities to ask questions and seek clarification on any aspect of their course or support arrangements. IOIS ensures that all questions are addressed clearly and accurately. Attendance at Orientation is recorded and retained as evidence that students have received the required information prior to commencing training.

#### 4.5 Ongoing Monitoring

- IOIS applies ongoing monitoring processes throughout the duration of a student's enrolment to ensure early identification of risk and timely intervention. Trainers and assessors are required to actively monitor student engagement, attendance, assessment progress, and academic performance. Where a student is identified as being at risk of non-completion, disengagement, or academic difficulty, trainers and assessors must promptly notify the Academic Manager to enable appropriate support action.
- Where ongoing monitoring indicates that a student's needs have changed, **Student Support Plans** are reviewed and adjusted in consultation with the student. Adjustments may include revised academic support strategies, additional wellbeing support, reasonable adjustments, or referral to internal or external services, ensuring that support remains relevant and effective.
- The overall **effectiveness of student support services** is evaluated at course completion through review of learner outcomes, completion and withdrawal data, support records, and student feedback. This evaluation assists IOIS in identifying trends, strengths, and areas requiring improvement.
- Any identified improvement actions arising from monitoring, evaluation, or feedback are formally documented in the **Continuous Improvement Register**. Actions are tracked, implemented, and reviewed to support ongoing enhancement of student support practices and to ensure continued alignment with regulatory requirements and best practice.

#### 5. Responsibilities

Clear responsibilities are assigned to ensure that student support services are effectively planned, delivered, monitored, and continuously improved across IOIS operations.

- The Chief Executive Officer (CEO) is responsible for ensuring that adequate resources, staffing, and systems are in place to support the delivery of effective academic and welfare support services. This includes providing organisational support for student support initiatives and ensuring that IOIS can meet its learner support obligations.
- The Academic Manager, who also acts as the Student Support Officer, has overall responsibility for coordinating and overseeing student support services. This role includes identifying likely support needs during course development, conducting Course Entry Interviews, and ensuring that appropriate support arrangements are embedded in training and assessment planning. The Academic Manager is responsible for developing, approving, and monitoring Student Support Plans, delivering or overseeing student orientations, and evaluating the effectiveness of support services to inform continuous improvement.
- The Administration and Student Support Officer is responsible for providing accurate information to students about available support services and access pathways. This role includes maintaining records of Student Support Plans and related documentation, ensuring confidentiality of student information, and managing the directory of approved external referral services to ensure it remains current and accurate.
- Trainers and Assessors are responsible for monitoring student engagement, progress, and performance throughout training and assessment. They must identify and promptly report any academic or wellbeing concerns to the Academic Manager, provide reasonable academic adjustments within their scope, and actively support the implementation of Student Support Plans in collaboration with the student and support staff.

#### 6. Related Documents

- Course Entry Interview Form



- Student Support Plan Form
- Student Handbook
- Orientation Program/PowerPoint
- Continuous Improvement Register
- Complaints & Appeals Policy



## Document Version Control

Document Title	IOIS Student Support Policy and Associated Procedures	
Reviewed By	Compliance Manager	
Approved By	Chief Executive Officer	
Version	Changelog	Created / Modified Date
1.0	IOIS Student Support Policy and Associated Procedures V1.0	July 2025